



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Science – Living things and their habitats

YEAR GROUP: 6

TERM: Autumn 2

<p>Vocabulary</p> <ul style="list-style-type: none"> species algae bacteria classification fungi invertebrate micro-organism taxonomy vertebrate virus Linnaeus habitat yeast reaction 	<p>Skills</p> <p><u>Enquiry and working scientifically skills (UKS2)</u></p> <ul style="list-style-type: none"> • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • use test results to make predictions to set up further comparative and fair tests • report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>What we already know</p> <p>As part of their general knowledge, some children may know some basic concepts about this unit including...</p> <ul style="list-style-type: none"> • germs can spread by touching (hands or surfaces) • Scientists from many years ago made discoveries which are still evolving, and we are learning more about today. <p><u>KS2 knowledge</u></p> <ul style="list-style-type: none"> • Y3/Sp – What is an invertebrate/vertebrate? • Y4/Su2 – Living things and their habitats – Living things can be grouped in different ways/explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
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Illustration/Outcomes

Bacteria investigation

Our results

Classification of invertebrates

Insects six legs, three body parts, e.g. ants, wasps, butterfly	Arachnids legs, two body parts e.g. spiders, scorpion	Molluscs slimy foot, a shell e.g. slug slugs
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Sorting and classifying

Microbe information poster

Outdoor learning: create own classification system in local environment

Research into Carl Linnaeus: Scientist famous for taxonomy – identifying, naming and classifying organisms

The life and work of Carl Linnaeus:
 Famous for? Birth? Invents while growing up?
 Born 23rd May 1707; Died 10th January 1778; Swedish botanist, zoologist, physician and zoologist; famous for developing a classification system for every type of animal and plant.
 Why work skill important to this day scientist still use his classification model. His system makes it easier for scientist all over the world about life of...
 Most significant work? Created a classification system called 'Binomial nomenclature system' (Binomial means 2 words) he gave every animal a name in...

Other/Cross -Curricular links with English/Maths/Adaptation for SEND

SEND – (word banks, differentiated tasks, adult support, use of I pads for research etc)

Maths – use of a range of tables and keys to record and classify